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ABSTRACT

This book is written to assist the reader in understanding current thinking in the field of learning disabilities (LD), as well as current practices in that field. Part I describes the characteristics typically associated with LD, and includes the following chapters: "Neurological Basis of Learning Disabilities" (Richard M. Marshall and George W. Hynd); "Cognitive Abilities" (H. Lee Swanson); and "Social/Behavioral Characteristics" (Terry M. McLeod). Part II describes the measurement of various characteristics of LD in the following chapters: "Assessment and Identification Practices" (Sherri Strawser); "Informal Assessment in the Classroom" (Lisa E. Monda-Amaya and Fran Reed); and "Eligibility and Placement Team Meetings" (Harry L. Dangel). Part III presents information on the best practices currently employed in the treatment and education of individuals with learning disabilities, and includes the following chapters: "Behavioral Interventions" (Cynthia O. Vail and Deborah J. Huntington); "Metacognitive Strategies" (Kristin S. Scott); "Building a Pragmatic Language" (Carol Weller); "Interventions for Attention Problems" (Deborah J. Huntington and William N. Bender); "Social Skills Training: Why, Who, What and How" (Sharon Vaughn and Annette La Greca); "Vocational and Independent Living Skills" (Phillip J. McLaughlin and Margaret A. Martin); and "College-Level Instructional Interventions" (Margaret A. Martin and Phillip J. McLaughlin). Appendices describe a variety of social skills intervention programs and present a sample resume for a hypothetical LD adult. Individual chapters contain references. (PB)

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